

COMPREHENSIVE ASSESSMENT AND PROFESSIONAL GROWTH Teacher and Evaluator Activities

Target Group: the required assessment component for Apprentice teachers, and it may be required for all non-tenured personnel, if the system desires. It is also suitable for experienced teachers who request/require structured input from an administrator. This model provides a comprehensive picture of the educator's performance and effectiveness with students, as well as a focus for future growth.

Teacher Activities:

- Use a variety of data sources to complete a **Self-Assessment**. Three areas of strength and three areas for growth are identified, based on **Performance Standards** and evidence of student performance collected through a variety of assessment techniques.
- Complete a **Planning Information Record** for each announced/unannounced observation. This will include information about the teacher's decision-making process for this group of students, how student data was used to design this lesson and what data will be gathered to identify this lesson's effectiveness.
- Complete a **Reflecting Information Record** after each observation. Links will be established between effective teacher behaviors and the actual data gathered to assess student learning.
- Compile work samples in the **Educator Information Record** and submit prior to the last observation. This provides an opportunity to document non-observable behaviors in the areas of assessment and professional growth.
- Develop a **Future Growth Plan** to be implemented after the evaluation process is complete. The depth of this plan may depend on the evaluation cycle and whether the plan is allowed to exist over more than one evaluation period.

Evaluator Activities:

- Review prior evaluations.
- Orient the teacher to the evaluation process and have input into the discussion of strengths, areas for growth and identification of areas for refinement during the evaluation process.
- Probe any areas of the planning process (**Planning Information Record**) for clarification or depth.
- Record notes regarding the events/facts of all classroom observations (at least three observations for 1st and 2nd year apprentice--at least two observations for 3rd year apprentice and professionally licensed).
- Look for evidence of the teacher as a reflective practitioner who can analyze student performance data in relation to his/her own classroom behaviors (**Reflecting Information Record**).
- Provide feedback for the entire observation process (planning, observation, reflecting) on the **Appraisal Record**.
- Review the **Educator Information Record**.
- Complete the **Comprehensive Assessment--Summative Report**.
- Discuss the performance levels identified on the **Summative Report** and identify area(s) for the **Future Growth Plan**.